



SUCCESSFULLY EMPLOYING YOUR PERSONAL ASSISTANTS

A Workshop Series for People with Disabilities

PARTICIPANT HANDOUTS

Workshop IV, Session 6:

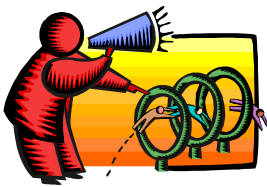
Introduction to Supervisory Skills

Workshop IV: Sessions 6 & 7

Supervising Personal Assistants

Goals & Objectives

Workshop Goals: After completing the two sessions of this workshop...



- Participants will know the purpose of supervision and the skills needed to use a coaching approach.
- Participants will understand the role of supervision in getting their needs and preferences met.

Objectives: After completing both sessions of this workshop, participants will be able to:

- ♦ Describe the purpose, roles, and responsibilities of supervision.
- ♦ Identify the qualities of a great supervisor.
- ♦ Understand what skills are required to be a coach-supervisor, including active listening, self-awareness, self-management, and giving constructive feedback.
- ♦ Demonstrate the use of active listening, pull back and constructive feedback.


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Handout for Taking Notes

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Supervisory Functions

Presented in Workshop II: **Understanding the Consumer-Directed Model**
(see Workshop II, Handout 8)

	Routine Function/Concern
RECRUIT PAs	Advertise and recruit PAs (including costs)
	Screen applications and interview candidates
	Check employment references
	Hire PAs
	Calculate hourly wage and benefits
	Ensure PA paperwork is in order and submitted
MANAGE SERVICES	Review and submit PA timesheets
	Schedule PAs
	Establish, implement, and manage back-up and emergency plans for when a scheduled PA cannot work or is on vacation
	Maintain accurate records on PAs; report changes
OVERSEE FISCAL & LEGAL	Coordinate all matters related to PA taxes and benefits
	Cover PA work-related injuries or illnesses under the terms and conditions of the Worker's Compensation Policy
	Pay PAs based on timesheets submitted
	Ensure PAs have annual TB test and physical exam
SUPERVISE PAs	Determine which duties PAs will and will not perform
	Hold supervisory meetings with PAs regularly
	Determine training needs
	Ensure PAs have supplies and resources needed to complete tasks
	Provide feedback, evaluation, praise
	Fire undesirable PAs

Other Program-Specific Responsibilities:

SUCCESSFULLY EMPLOYING YOUR PERSONAL ASSISTANTS

Traditional Approach to Supervision Role Play

Laura is a member of *I-Choose*, a consumer-directed program where she is able to employ her own personal assistant (PA). She is new to employing her PAs but has experience in supervising staff as she is the manager at the local copy shop. Laura has been using a motorized wheelchair to get around since a car accident left her paralyzed from the waist down eight years ago.

Isabel is one of Laura's evening PAs. Laura hired Isabel four weeks ago to replace Isabel's best friend, Amy, who moved away to go to college.

Narrator: *Isabel rushes into Laura's house at 6:20 p.m. with a McDonald's bag in her hand.*

Isabel: Hi Laura! I'm so sorry I'm late. You know how traffic can be!

Laura: Isabel, this coming in late all the time is completely unacceptable! You've been late *every night this week* and I haven't said anything because I didn't want to make trouble.

Isabel: You're yelling at me for 20 minutes?

Laura: I'm not yelling at you, I'm just telling you this is unacceptable. And to make matters worse today, you come in carrying your dinner. You need to be here on time and ready to do your job, not eating your dinner first.

Isabel: Well, I HAVE to eat something! You can't expect me to help you all night on an empty stomach. Like I said, the traffic is horrible at this time.

Laura: If the traffic is horrible, then you need to leave earlier to get here or drive faster. And if you have to eat, then you need to get here even earlier! If you're not on time then I can't get to my appointments. I have to count on YOU! Is that a problem for you?

Isabel: No, not really.

Laura: So you understand what I'm saying to you then?

Isabel: Yeah, I guess you're saying if I can't be here on time, then you'll fire me? Don't worry, it won't happen again.

Laura: Look Isabel, it's not like I want to fire you. I need you and want you here on time. Do you think you can be here at 6 from now on?

Isabel: Yeah, and don't worry I'll try my best.

Laura: Isabel, I mean it. I need you to DO it, not just try. If you're late again, I'll just have to start looking again for someone else.

Isabel: Yeah, I get it. I'll be here.

SUCCESSFULLY EMPLOYING YOUR PERSONAL ASSISTANTS

Coaching Approach to Supervision Role Play

Laura is a member of *I-Choose*, a consumer-directed program where she is able to employ her own personal assistants (PAs). She is new to employing her own PAs but is an experienced supervisor at the local copy shop. Laura has been using a motorized wheelchair to get around since a car accident left her paralyzed from the waist down eight years ago.

Isabel is one of Laura's evening PAs. Laura hired Isabel four weeks ago to replace Isabel's best friend, Amy, who moved away to go to college.

Narrator: *Isabel rushes into Laura's house at 6:20 p.m. with a McDonald's bag in her hand.*

Isabel: Hi Laura! I'm so sorry I'm late. You know how traffic gets around here!

Laura: Hi Isabel, I'm glad you're here, but I'm really upset that you're late again.

Isabel: I'll try to be better but sometimes it's really hard to get here.

Laura: I know traffic can be bad, but this is the third time you've been late this week. Today it's 20 minutes, yesterday it was 10 and on Monday you were over a half hour late. I'm wondering if something else is going on that's making it hard for you to get here on time. If so, I'd really like to hear about it.

Isabel: It just seems like everybody's trying to get home when I'm trying to get here.

Laura: I'm sure that's frustrating. I can remember how aggravated I used to get with traffic when I was driving. I know you realize how much I need to be able to count on your being here on time and that your getting here late has real hard consequences for us both.

Isabel: I do, and I guess there'll always be traffic problems.

Laura: No doubt about that. It sure isn't something we have much control over. But your being late is something that's just come up this past week, so can we talk a little more about what's up for you?

Isabel: Sure.

Laura: First, I want you to know how, just in the little bit of time we've been together, you've made a big difference in my life. I was happy for Amy when she decided to go back to school. But honestly, I was also a little worried about who I could find to help me and you've picked right up where Amy left off. I can see why you're such good friends. So, I really want this to work out between us.

Isabel: Laura, that's really nice to hear. Thank you.

Laura: So tell me, is there something else happening besides traffic that's getting in the way of your leaving home in time to get here?

Isabel: Well that's the thing; I'm not coming straight from home.

Laura: Oh, I didn't realize that! Is the reason for the change something you're willing to talk about?

Isabel: Sure. I started taking a first aide class at the community college last week. I didn't mention it because I figured I'd have enough time to get here.

Laura: That's really great news about the class.

Isabel: Yeah, I thought it would be good to know more about how to handle emergencies, just in case something ever happens to you. You know, I didn't have much training before I started working with you. Actually, working with you has made me think more about a career in health care.

Laura: That's great Isabel. Wow. I'm honored! But it does seem as if the class is stopping you from getting here at 6:00. You said you thought you wouldn't have a problem getting here on time after the class. Did something change?

Isabel: No, not really. The class is supposed to end at 5:30, which I thought would give me enough time. But with the traffic and distance between there and here, it seems like the best I can hope for is 6:00 pm on the nose, and that's when we get out on time!

Laura: Hmmm... I see. Have you done anything so far to try to deal with the situation?

Isabel: Well, I spoke to the teacher already and getting out early isn't really possible.

Laura: Well that was a good idea. Too bad it didn't work. Have you thought of anything else?

Isabel: Sort of. Since the class is only for 10 weeks I was thinking of asking you if we could push my schedule to be 6:30 p.m. to 12:30 a.m. Instead of 6-12. Just for the time I'm in class. Would that be possible?

Laura: (Laughingly) Are you kidding? And disrupt my dinner?!? Seriously, I'm not sure. You know, I do like to eat dinner around then and get ready for running errands or getting to my evening appointments.

Isabel: Well, I thought about that and how busy that time can be. I was speaking with the daytime PA about my class and how hard it is to get here on time. Anyway,

she mentioned that she wanted more hours and that she'd be willing to work until 6:30 p.m. on the days I have class. So, I was thinking maybe she could stay until I get here?

Laura: That's great that you've already tried to make this work – I really appreciate that. I'm still worried, though, that it would be cutting it too close to get to my 7:00 p.m. Wednesday appointment on time. If you get here over half an hour late like on Monday, by the time Heather's on the way out and you're coming in, it's already 15 minutes lost. And we need at least half an hour to get ready and get there.

Isabel: Yeah, that was late and I'm so sorry about that. But that day I talked with my teacher after class *and* stopped to get dinner. I could get here no later than 6:15 on Wednesdays if I left as soon as the class ended and didn't stop. That even leaves time for you, me, and Heather to talk if we needed to fix schedules, make plans, or address things that need follow up.

Laura: So you are saying that if you leave as soon as your class finishes, and don't stop for dinner, you can be here by 6:15?

Isabel: For sure.

Laura: For Wednesdays we might need to do that, but I'm concerned about you not eating before getting here. It's tough working on an empty stomach.

Isabel: Well, I'll just have to be sure to eat before class, or even during class. The teacher doesn't seem to mind us eating. I've seen others doing it.

Laura: Okay, so it sounds as if we may have a plan that can work out. Just to make sure we're on the same page, let's go over what we agreed to do.

Isabel: So, if Heather agrees, she'll work until 6:30 until my class is over, and I'm going to get here no later than 6:30 except for Wednesdays when I'll be here by 6:15. Somehow, I'll eat before I get here so I'm ready to work when I walk in the door.

Laura: That's how I understand it, too. But before we can make this work, I'll need to speak with Heather myself about changing her schedule temporarily. And, we'll need to talk about this again, if Heather isn't willing or able to change her schedule.

Isabel: No problem. But she seemed as if she was okay with the change.

Laura: That will be great. And if she does agree to the new schedule, how about we do a check-in at the end of the first week to see how it's working for you.

Isabel: Don't worry. I'll make sure the plan will work.

Laura: Okay, then. Now let's hurry up and eat so I can get to my meeting.

Comparing the Traditional and Coaching Approaches to Supervision

When a Problem Comes Up...

Traditional Supervisor	Coaching Supervisor
<ul style="list-style-type: none">• Identifies issues to be addressed• Explains the rules clearly• Explains the consequences of breaking the rules• Offers possible solutions to the problem• Requests or directs the personal assistant to comply with the rules	<ul style="list-style-type: none">• Creates a positive relationship with the PA• Clearly presents the problem• Gathers information about the PA's point of view• Engages in problem-solving with the PA• Helps the PA commit to action steps



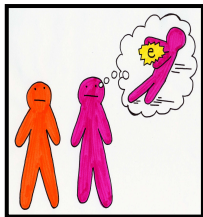


Four Primary Coaching Skills



1. Active Listening

Using skills such as body language, paraphrasing, and asking open-ended questions to listen attentively and ensure understanding.



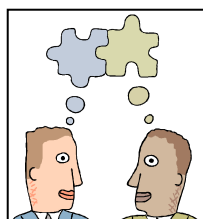
2. Self-Management

Setting aside emotional reactions, the urge to jump in with solutions, and other listening blocks that get in the way of hearing a worker's perspective.



3. Self-Awareness

Being conscious of one's assumptions, biases, and negative judgments that lead to prejudging workers and others – or to judge them in ways that block one's ability to address issues in a positive way.



4. Presenting the Problem

Using objective, blame-free language to identify a performance problem and hold a worker accountable for correcting the problem.

Three Skills of Active Listening!

Nonverbal Skill:



1. Body Language

Refers to the way people communicate without actually speaking, including facial expressions, eye contact, or gestures.

Body language I'll use to help myself listen and bring myself back to listening:

Verbal Skills:



2. Paraphrasing

The ability to restate, summarize or interpret, in your own words, from your own understanding, what you heard someone say or express.

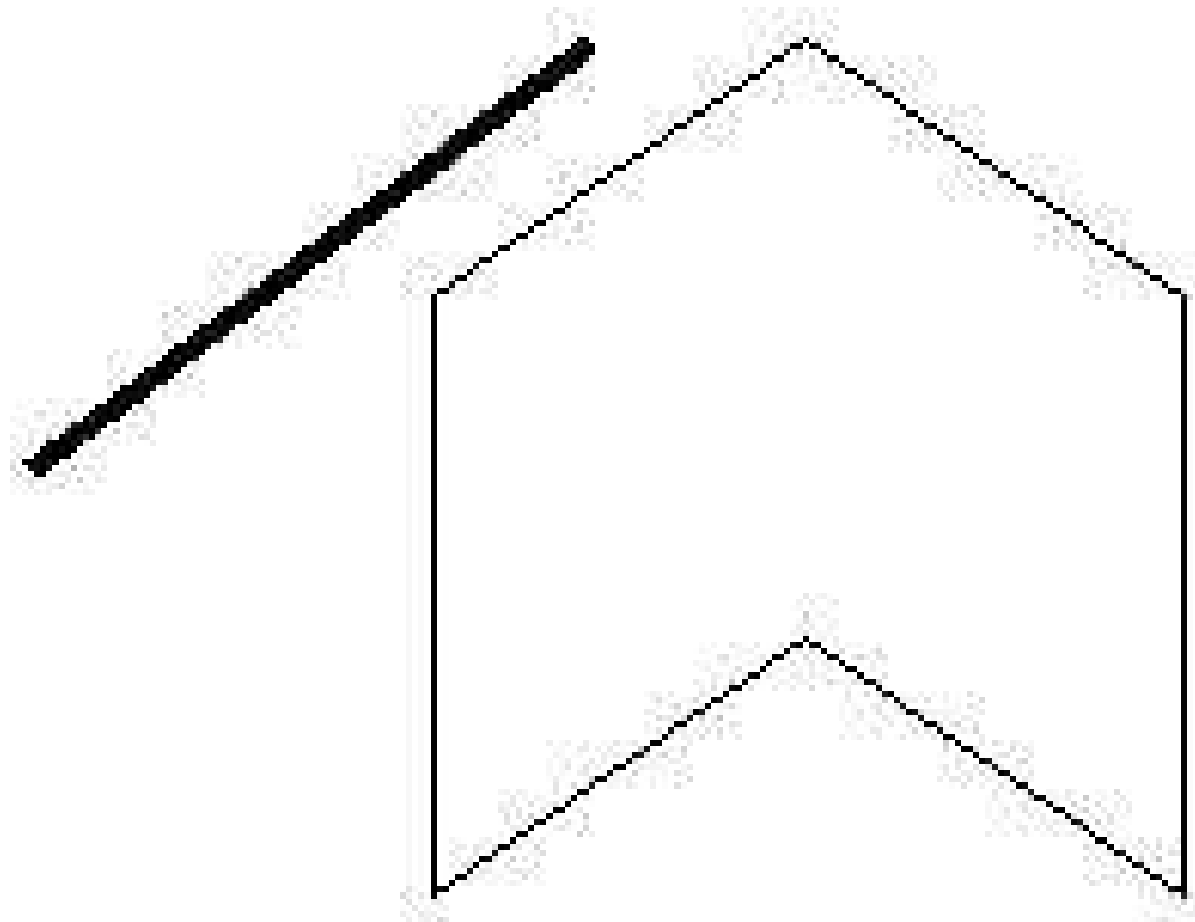
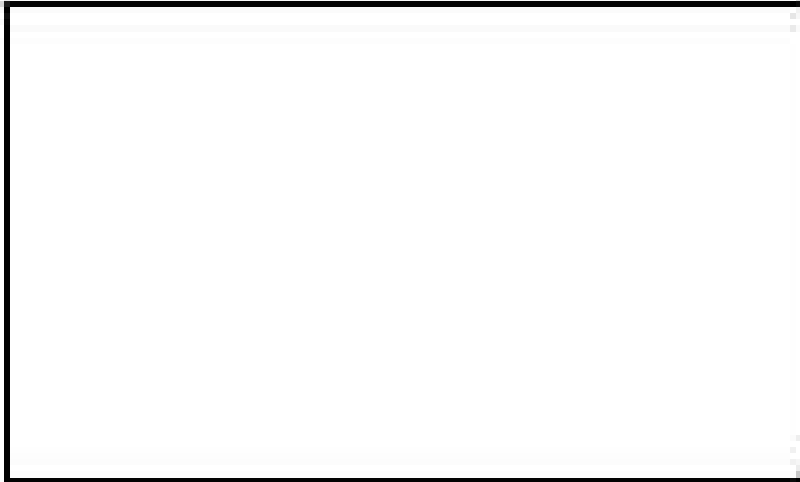


3. Asking Open-Ended Clarifying Questions

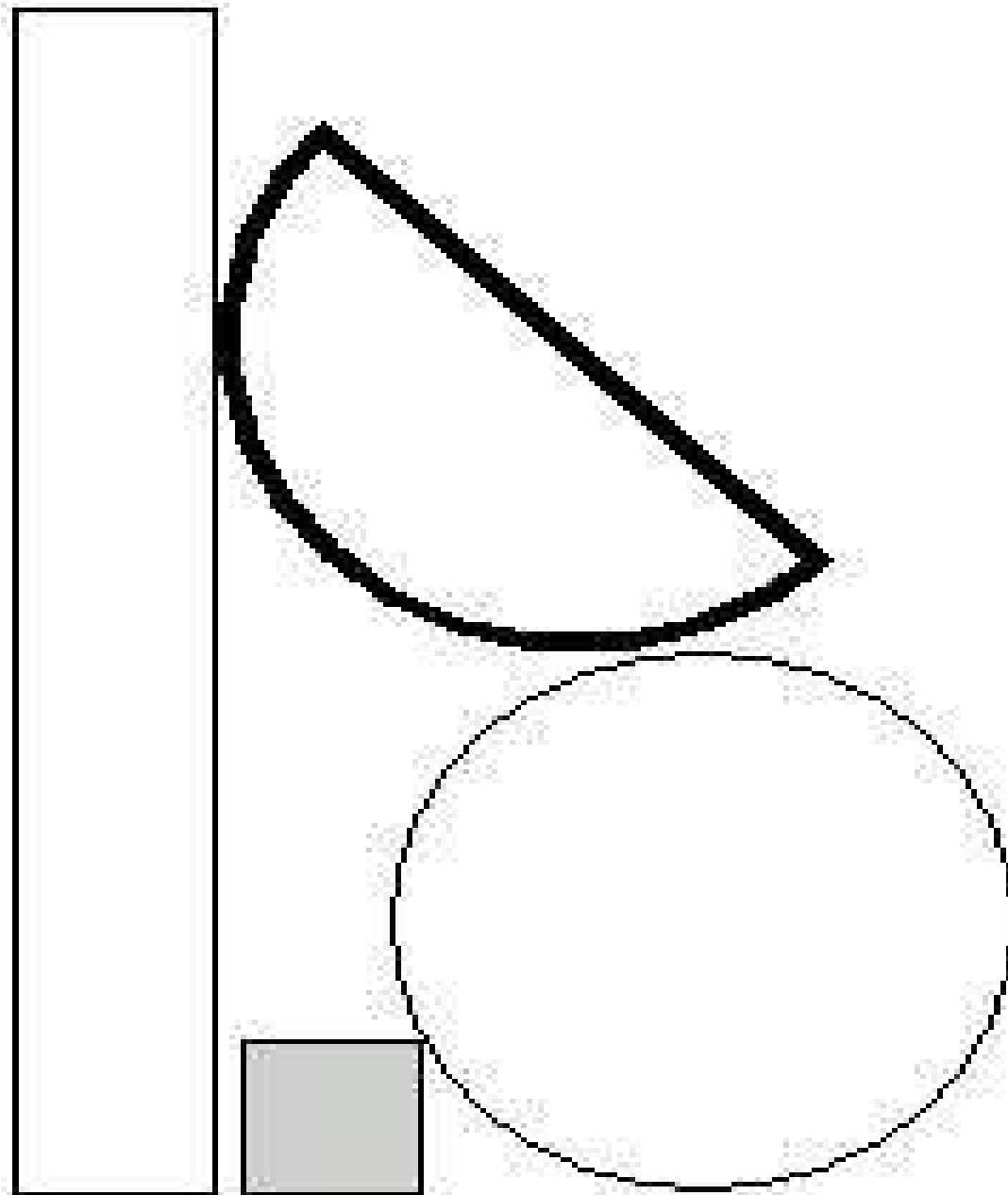
Using curious questions to find out more information about a situation and/or the other person's point of view.

Open-ended questions tend to start with the words: *How? What?* and *Why?*

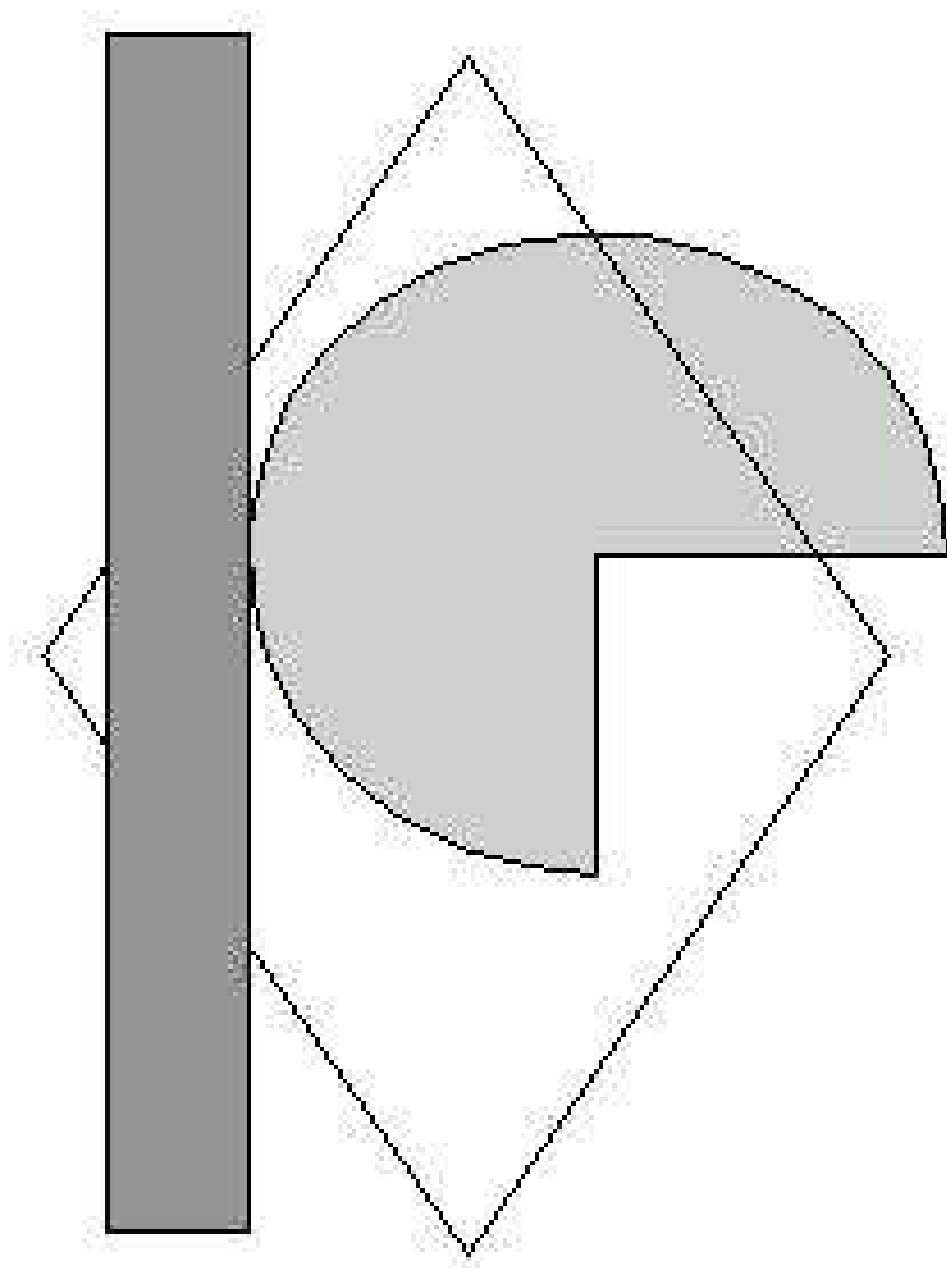
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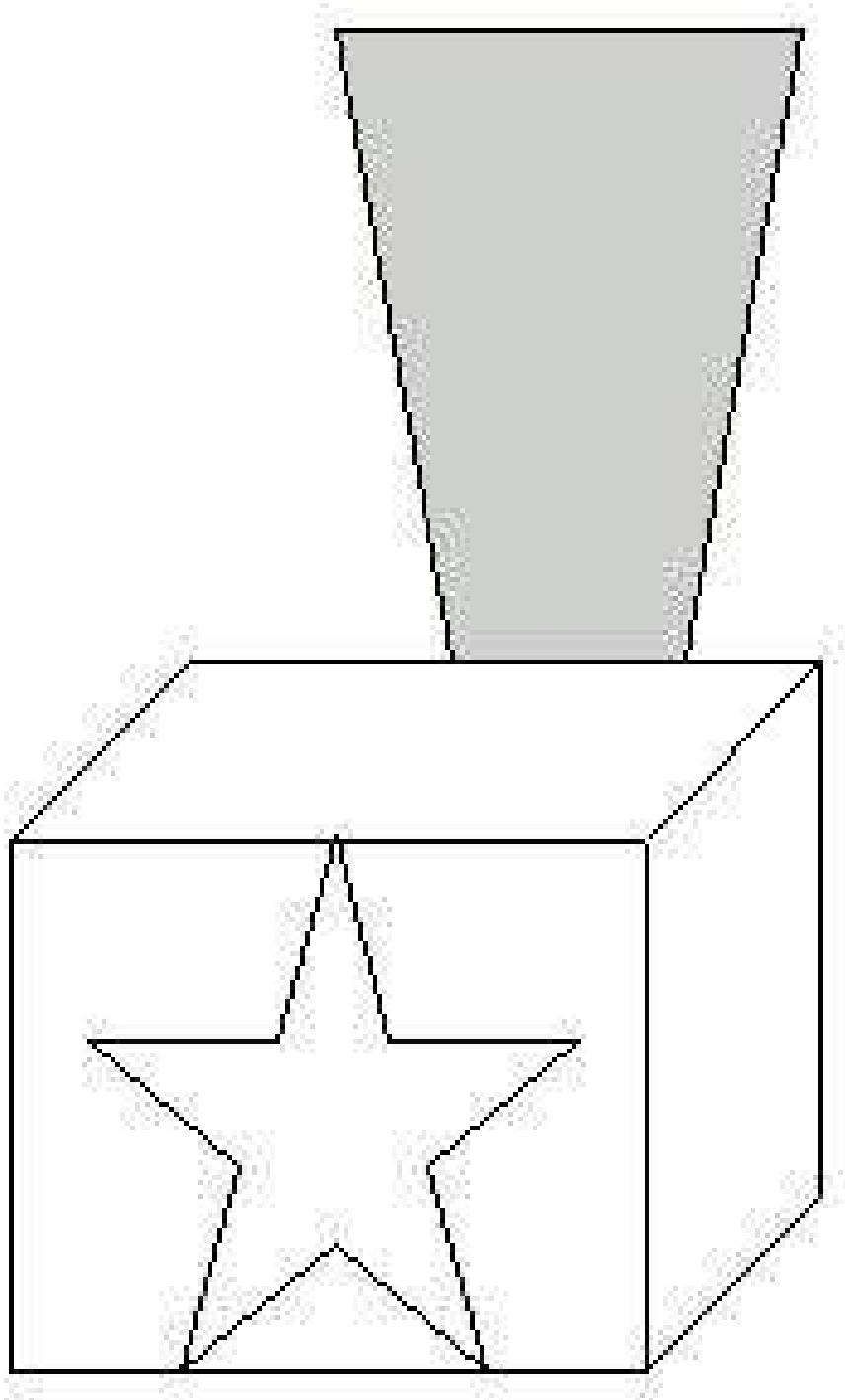
Back-to-Back Design 2



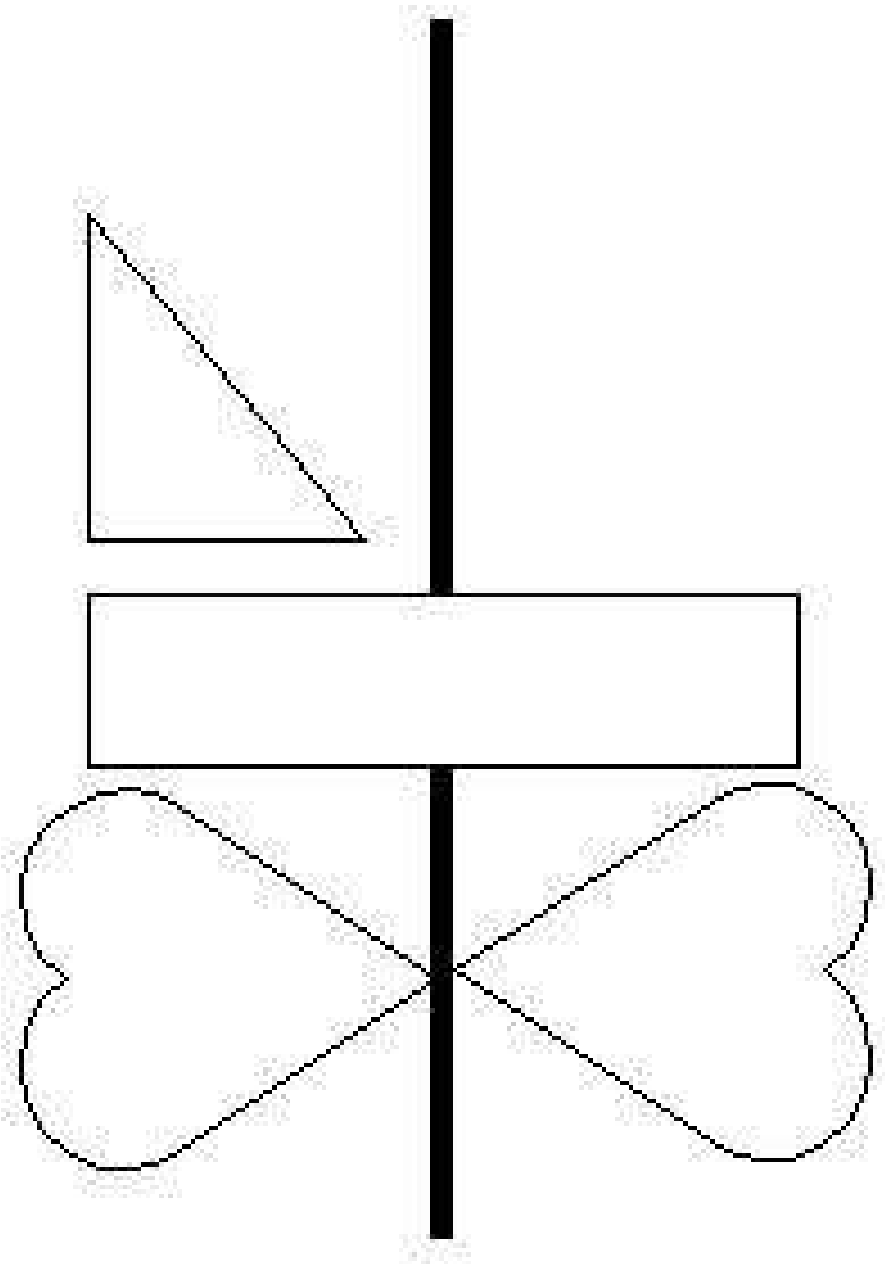
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Back-to-Back Design 4



Back-to-Back Design 5



Lead-Ins for Paraphrasing...



Did I hear you say...

So, I think you said...

What I heard you say is...

So I understand you said...

You're telling me that...

Am I hearing you correctly that...

Let me make sure I got what you just said...

I believe that you are saying...

OK, let me see if I got what you said...

So I understand the situation, let me summarize what you just said...

I want to be on the same page as you, so let me go over what you just said...

Paraphrasing

1. To *paraphrase* means to state, summarize, or interpret – in one's own words and in a supportive, non-blaming and non-judging way – the facts someone has just stated, what the speaker *meant* by what was said, or
2. Paraphrasing is absolutely necessary to effective listening. It...
 - a. Helps the listener pay attention and stay focused
 - b. Helps the listener better understand what the speaker means
 - c. Catches misunderstandings right away
 - d. Lets the speaker know that the listener is really listening.
3. When paraphrasing, restate what you've heard in a positive way, without blame or judgment.



Rewards of Paraphrasing:

- People LOVE feeling listened to! *Don't you?*
 - Paraphrasing can **stop anger and cool things down**. It keeps you focused on understanding instead of reacting to the situation.
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- Paraphrasing prevents miscommunication – false assumptions and mistakes can be fixed on the spot.
 - Paraphrasing **helps you remember** what was said.
 - It's **much easier to stay focused** and not lose your concentration. Your focus is on really understanding what is going on with the speaker.
 - It **helps you get all the information you need** before jumping in to problem solve

CLOSED VS. OPEN-ENDED QUESTIONS



Open-Ended Questions

- Express genuine curiosity and readiness to learn from the speaker. They are asked because the listener truly wants to hear the answer to clarify or obtain more information. They are *not* leading or loaded.
- Begin with *how*, *what*, or *why*
- Encourage people to share as much as they wish

Closed Questions result in a simple “yes” or “no” or short, factual answers.

- They tend to stop conversation and require more questions to get the full story

SAMPLES:

Reliability:

- **Closed:** Can you get here on time every day next week?
- **Open:** How will you arrange to be here on time every day next week?

Drugs/Alcohol:

- **Closed:** Do you mind if I drink?
- **Open:** How do you feel about my drinking when you are working with me?

Friendliness:

- **Closed:** Are you always this grumpy?
- **Open:** Can you tell me why you’re barely speaking with me today?

Sense of Humor/ Personality:

- **Closed:** Don’t you just love this TV show?
- **Open:** What do you like/not like about this TV show?

Cooking:

- **Closed:** Did you put any salt and pepper, or any spices, in here?
- **Open:** How did you spice this dish?

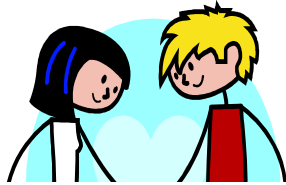
Prioritizing and Getting Work Done:

- **Closed:** Will you have time to get everything done today?
- **Open:** How are you arranging your schedule to get everything done?

TO MAKE QUESTIONS OPEN, YOU CAN ALSO ASK...

- ◆ What was best, most challenging, or satisfying about an experience
- ◆ For examples to illustrate what’s been said
- ◆ For highlights (either positive or difficult ones) of an experience

PARAPHRASE and OPEN-ENDED QUESTION PRACTICE – A PAIR EXERCISE



Each person takes a turn as a speaker & listener.

1. Speakers speak for 30 seconds about something that is currently an issue in their lives.
2. Stop speaking at 30 seconds.
3. Listeners paraphrase what they heard.
4. Speakers verify that the listener got it right or correct any misunderstandings.
5. Listeners asks a curious open-ended question.
6. Speakers answer the question and say if it seemed curious and encouraging. Speakers will say if they find questions to be loaded, leading or judgmental.
7. Speakers continue with their talk for another 30 seconds and repeat steps 3, 4, 5 and 6.
8. Do three rounds of exchanges and trade places as speakers and listeners.

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What will you want to remember about paraphrasing and asking open-ended questions?
